Resource Enhancement and Protection (REAP) Conservation Education Program (CEP) Grant Applications and Procedures Manual

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Questions concerning this program may be directed to:
REAP Coordinator
Iowa Department of Natural Resources
Wallace State Office Building
Des Moines, Iowa 50319
Phone: (515) 281-5973
FAX: (515) 281-6794

Revised June 2008

SECTION 1 – OVERVIEW
1.1 Legislative Authority

The Resource Enhancement and Protection (REAP) Act of 1989 established as one of its key provisions the Conservation Education Program (CEP) Board. Annually, the CEP Board is responsible for allocating $350,000 in grants for conservation education. This publication is intended to assist you in developing grants for the CEP Board's consideration.

The five members of the CEP Board, as required by law, are appointed, one each, from the state departments of education and natural resources, the Iowa Association of County Conservation Boards, Iowa Association of Naturalists, and Iowa Conservation Education Council. The Department of Natural Resources provides staff to carry out the duties of the board. The REAP Act recognizes that environmental education is one of the long-term integrated efforts that is needed to conserve and protect Iowa's natural resources. It states the duties of the CEP Board are to:
"...revise and produce conservation education materials and specify stipends to Iowa educators who participate in innovative conservation education programs approved by the board."

1.2 Eligibility for Funds

Grant applications may be submitted by institutions of higher learning, government agencies including local school districts, nonpublic schools, area education agencies, organizations, and individuals with an Iowa residence. Preference shall be given to Iowa applicants.

1.3 Grant Amounts

Granted amounts are limited to total funds available but generally do not exceed $50,000. There is no low-end limit, but due to administrative costs, a minimum of $2,500 is encouraged.

SECTION 2 - PURPOSE & PROCESS
2.1 Purpose

The purpose of the CEP is to stimulate long-term environmental education (EE) throughout Iowa. Grants can be used to fund innovative programs. Proposed projects may be large or small, comprehensive or focused on just one aspect of EE.

2.2 Definitions

According to the Environmental Education and Training Partnership (http://eetap.org/), "EE teaches children and adults how to learn about and investigate their environment, and to make intelligent, informed decisions about how they can take care of it.

"EE is taught in traditional classrooms, in communities, and in settings like nature centers, museums, parks, and zoos. Learning about the environment involves many subjects—earth science, biology, chemistry, social studies, even math and language arts—because understanding how the environment works, and keeping it healthy, involves knowledge and skills from many disciplines.

"EE…creates environmentally literate people…"

2.3 Submission of Applications

Proposals must be submitted in the format described in this booklet/website. Applications are available at www.iowadnr.gov/reap/cep.html.

Proposals will be accepted if submitted electronically by no later than 5 p.m. Iowa time on May 15 and November 1. (See Section 4.2 and 4.3 for details.)

2.4 Public Communications Required

In carrying out the work of a grant, applicants are strongly encouraged to include public communications as an objective and/or activity of their projects. Public communication includes but is not limited to: local, regional or statewide news releases; presentations; one-on-one communication to/with target audience(s);

and/or to/with other audiences (i.e., other teachers, administrators, peers in environmental education, elected officials such as legislators and the REAP Assembly; community leaders; the general public). The goal of communication to other audiences may be to transfer good ideas to EE colleagues or simply to inform the public of your project and REAP CEP.

Once a grant is awarded, the CEP Board and/or the CEP Contract Monitor may provide ideas for additional communications activities. In addition, the CEP Board and/or the CEP Contract Monitor may participate in a public communications activity with the grantee.

Public communications activities are not expected to require significant, if any, costs, but are expected to further the values of conservation education. Among other information, the public communications activities will include an explanation of REAP being a/the source of funding for the grant (i.e., "Funded by the REAP Conservation Education Program"). When possible, the following additional information should be included in public communications efforts: "Resource Enhancement and Protection Program (REAP): Invest in Iowa, our outdoors, our heritage, our people. REAP is supported by the state of Iowa, providing funding to public and private partners for natural and cultural resource projects, including water quality, wildlife habitat, soil conservation, parks, trails, historic preservation and more." Go to www.iowadnr.com/ for a downloadable copy of the REAP logo.

2.5 Networking/Partnerships
Strongly Encouraged
Partnerships and networks extend the reach of projects. For example, they may nudge grantees to expand the scope of their thinking to include partners' needs.

By doing this, long-term relationships may be built with partners, and between partners and the audiences served. A teacher training workshop sponsored by a university might be enhanced by linking with local experts. In that way, teachers from the area served establish

relationships with local contacts. Partners also establish relationships with educators. **This may help extend the scope of the project beyond the grant contract period.**

Examples of potential partners for a water quality effort include DNR's IOWATER and River Clean-Up projects, water treatment facilities, Iowa Academy of Science's Project WET and *many other organizations* involved in water quality.

Partnerships need not be limited to Iowa-based organizations. For example, national water quality organizations may be willing to provide free posters, educational materials, speakers or other valuable tools to contribute to a project. **These and other cash and in-kind contributions are strongly encouraged.**

Finally, when possible, networking between granted projects is expected. A list of grants awarded (and therefore potential partners) may be found at www.iowadnr.com/reap/cep.html.

2.6 Outcomes and Benefits
Determination and Reporting
Evaluation is an important part of all applications and grant reports. Applications should state what outputs will be measured and reported to show that activities have been successfully completed. Applications should also include at least one outcome or benefit of the project that will be evaluated and reported. This outcome evaluation is intended to better quantify and explain the actual, ultimate benefits that result from the funded projects. **Good evaluation of outcomes is important to future funding of projects.** More information about evaluating outcomes and outputs is available at www.iowadnr.com/reap/cep_outcome.html. See also Section 4.2, H.

2.7 Review Process
Proposals will be evaluated (see page 10) by the five-member REAP CEP Board. Each Board member will be eligible to vote on the proposal unless they represent the agency or organization that submitted the proposal.

Grant awards will be determined by the scoring system outlined on page 10, as well as Board discussion and interaction with applicant at the CEP Review Committee Meetings, held approximately 3-5 weeks after application due dates.

2.8 Award Process

Awards will be made according to Board approval and fund availability, and announced in June and December. A legal contract will be executed between DNR and the grantee. Once the contract is fully executed, reports will need to be submitted (see 2.9, "Reporting Requirements"). Reimbursement reports for money spent must be maintained. Money will be dispersed and records will be kept in accordance with DNR policy. Administering organizations will be required to keep all project related records for three years after the contract expires. These records are to be available for audit by the state. For more information about this aspect of the grants program, refer to the policies and procedures section of this manual. All materials developed as a result of granted programs are to give credit to the REAP CEP Program and the REAP logo must be used. Go to www.iowareap.gov/ for a downloadable copy of the REAP logo. (See Section 2.4.)

2.9 Reporting Requirements

All reports shall be initiated by the grantee and directed to the CEP Contract Monitor.[1] See Report Form, page 11, for a sample copy of the form to be used for reporting.

SECTION 3 - GENERAL INFORMATION
3.1 Conservation Education Guidelines
It is a goal of CEP to help initiate long-term EE programs. Each component requires its own proposal, which must stand on its own strengths. Grants approved one year do not guarantee approval of follow-up grants in subsequent years. Please refer to the REAP CEP Evaluation Criteria (page 10).

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[1] The CEP Contract Monitor is Susan Salterberg, 4059 Stewart Rd NE, Iowa City, IA 52240; susan.salterberg@uni.edu.

3.2 Matching Funds
Grantees are strongly encouraged to show in-kind support to enhance their grant proposal. Matches may be provided by the administering organization and others. All sources of match money must be listed.

3.3 Proposal Schedule
All projects must identify a start and ending date for contracting purposes. Once you learn of your award, you may choose to start your project at your own risk before you have an executed contract. It must be understood that in the event your contract should not be executed, you would assume full responsibility for all incurred expenses and activities. Should your organization not wish to start the project without a fully executed contract, ***you should choose a start date after July 31 or December 31.***

3.4 Rejection of Proposals
REAP CEP Board reserves the right to reject any and all proposals received.

SECTION 4 – APPLICATION PREPARATION
4.1 Preparing a Proposal
• Be mathematically correct
• Define acronyms
• Use a minimum of a 12 point font
• Use black font with white background
• Only applications sent electronically as one pdf or one Word document will be accepted. (Sections A-M, described below, should be included in that pdf or document.)

4.2 Application Format
Proposals must be submitted electronically. See 4.3 for detailed instructions.

For Forms A-C, go to the CEP home page (www.iowadnr.gov/reap/cep.html) to access forms that can be completed electronically.
A. Form A--Proposal Summary Information Form Cover Page
To view the form, go to page 7.

B. Form B--Budget Summary Form
To view the form, go to page 8.

C. Form C--Timeline
To view the form, go to page 9.

Project Narrative - The body of the proposal should be a narrative following the topics D through J below. The narrative **cannot exceed six pages**, single or double spaced.

D. Project Summary
In 200 words or less, provide the basic idea of your proposal. Do not add details or descriptors.

E. Statement of Need
State the need(s) for this project by providing documented evidence. **If you have previously received REAP CEP funds for this project, show how outputs[2] and outcomes[3] from that initiative justify funding the project again.**

F. Project Goals
Goals for both the project and target audience should be broadly stated.

G. Project Objectives and Activities
Clearly identify:
1) Measurable objectives; and
2) Activities to achieve each objective. Be sure to include the following:
- Staff person responsible for each activity (Note: Staff responsibility may be conveyed by a blanket statement if there is only one staff person involved.)
- General plan for completing each activity
- At least one objective and/or activity devoted to securing partners and/or collaboration efforts (See Section 2.5)
- At least one objective and/or activity devoted to public communication[4] (See Section 2.4)

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[2] "Outputs" are measurements of production. One example of an "output" is the number in attendance at a workshop.
[3] "Outcomes" are what important things happen as a result of the project. These are often more difficult to measure than outputs. One example of an "outcome" is any documented change that occurred in teachers or students as a result of a workshop (i.e., in a workshop on water, an outcome may be an identified change in water usage among participants). Another example would be new concepts teachers learned at a workshop (i.e., how to test for water quality).
[4] Public communication includes but is not limited to: news releases, presentations, one-on-one communication to/with your target audience and/or to/with other audiences (i.e., other teachers, administrators, peers in environmental education, elected officials, the REAP Assembly, community leaders, the general public). The

H. **Evaluation**
Explain how and when you will evaluate the activities and objectives of the project, and who will be responsible for this evaluation**. State at least one desired outcome of your project** (see Section 2.6 and footnotes 2 and 3). **Also state how you will evaluate whether your project achieved that outcome, when that evaluation can be conducted and reported to REAP CEP, and how the evaluation results will be useful to you or your project. If funds for evaluation are requested, explain the expense.**

I. Transferability and Dissemination
Describe proposed methods of transferability to other target audiences and what mechanisms will be available for dissemination.

J. Project Staff
List the staff people involved in your project. Briefly identify the staff persons' name(s), training and current job duties that qualify them to perform the duties of the proposed program. If you intend to hire new staff, indicate required qualifications of the staff person. (If you wish to include a vita for each staff person, include them as an Appendix to the proposal. Limit each to one page or less.)

K. Budget Explanation
Limit this section to one page or less. Detail specific expenditures in each category, and indicate the amount contributed from each source. If applicable, under appropriate categories, explain plans to secure local, state and/or national partners or—better yet—identify if such partnerships are already secured. (See 2.5 and 3.2 for additional budget information.) For example:
- **For salaries and fringe benefits (FB)**, please indicate the hours, rate and the staff person(s) and amount contributed from each source.
- **Travel** should be broken down into mileage, lodging and food. Mileage can be no more than $.39 per mile for personal vehicles. Indicate amount contributed from each source.

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goal of communication to other audiences may be simply to inform them of your project and REAP CEP.

- **Supplies** should be as specific as possible and include such expenses as paper, computer software and teacher resources. Indicate amount contributed from each source.
- **Other** should include expenses such as contractual, guest speaker fees, phone and tuition. Indicate amount contributed from each source.

Go to www.iowadnr.gov/reap/files/completed_budget.pdf to view a completed sample Budget Form and sample budget explanation.

Eligible Expenses
The following types of items are eligible for grant funds:
• Salaries and fringe benefits (calculation rates must be included)
• Travel (no more than $.39 per mile for personal vehicles)
• Supplies (consumable during grant period)
• Specific computer software
• Fees for computer networking
• Other necessary expenses such as stipends to attend training sessions, fees for use of facilities, etc.

Ineligible Expenses
The following items are not allowed for grant funding:
• Computer hardware, including modems
• All audiovisual equipment, including cameras
• Equipment
• Construction, renovation and remodeling
• Out of state travel (unless approved by the Board)
• Outdoor classrooms
• Land
• Indirect costs in excess of 10 percent

L. Project Update on Past Grants
If you have previously received REAP CEP grants, you must indicate whether any projects have not been completed and briefly explain reasons. In addition, you must provide a report of all CEP projects funded since 2004 that includes status, successes, and failures.

M. Letters of commitment
Include letters from partners indicating firm commitments to participation and/or funding support. E-mail letters of commitment will be accepted, with or without signatures, but should include the TO, FROM, DATE and SUBJECT portion of the e-mails. Up to two other letters of support may be included but are not required.

4.3 Submitting Your Application/Summary of What to Send
1) **Assemble the application as outlined in 4.2 above (A-M). The entire application shall be submitted as one pdf or Word document**. Pdfs are preferred.
2) Because photos can cause problems with the electronic submission process, we recommend you do not include them.
3) **Send the application electronically (one email) to reapcep@dnr.iowa.gov** (This email address is only for CEP application submittal. Do not use it for other CEP communication.)
4) **In the Subject line of the email, type "REAP CEP Proposal—(insert name of applicant's organization; i.e., ISU)."**
5) Submit by 5 p.m. Iowa time on May 15 or November 1.

Within 30 minutes, you should receive an automatic response indicating that your email was received. **It is the applicants' responsibility to ensure that the proposal arrives electronically on its due date.** If you don't receive a response to your electronic submission, follow up by contacting Ross Harrison at 515-281-5973 or Susan Salterberg at 319-337-4816. In addition, if you are not able to create one pdf or Word document, contact Harrison or Salterberg to discuss alternatives.

Form A— PROPOSAL SUMMARY INFORMATION FORM

Conservation Education Board Grant Request

Go to CEP home page (www.iowadnr.gov/reap/cep.html) to access forms that can be completed electronically.

Please print or type   **Date:**_____

Check category representing amount you are requesting: __below $10,000 __$10,000 to $50,000 __over $50,000

Project Title:_____

Applicant's Name:_____

Address:_____

City, State and Zip:_____

Financial (Chief Executive Officer/Representative) Contact:_____

Financial (Chief Executive Officer/Representative) Contact Telephone: _____ Federal ID#:_____

Grant Project Contact:_____ Telephone (if different):_____

Fax:_____ E-mail address:_____

Type of Organization:

__State Agency	__Higher Education Institution	__Sole Proprietorship
__School District	__Partnership	__Residential/Individual
__Corporation	__Area Education Agency	__Other (please specify):
__City/town government	__Non-Profit Organization	_____

Total Cost of Project: $_____
Request from Conservation Education Board: $_____
Applicant's Proposed Match: $_____
(cash match $_____)
(in-kind match $_____)

Estimated Project Length:_____ **Earliest Start Date:**_____

_____
Typed Name of Chief Executive Officer/Representative/Applicant

_____ _____
OPTIONAL: Signature of Chief Executive Officer/Representative/Applicant   Date

Please submit via e-mail to
REAP Coordinator, Ross Harrison, at
reapcep@dnr.iowa.gov
In the Subject line of the e-mail, insert "REAP CEP Proposal – (Organization's name)."
If space allows, you may add the title of your proposal.

Form B—BUDGET SUMMARY FORM

Go to CEP home page (www.iowadnr.gov/reap/cep.html) to access forms that can be completed electronically.

EXAMPLE ONLY: Go to www.iowadnr.gov/reap/files/completed_budget.pdf to view a sample, completed Budget Summary Form and a sample Budget Explanation
Go to www.iowadnr.gov/reap/files/budget_form.xls to complete Form B, the Budget Summary Form in Excel. Note: Excel will add columns and alert you if there are discrepancies.
If you don't have Excel software, go to www.iowadnr.gov/reap/files/budget_form.pdf to print off a blank Budget Summary Form. Be sure to complete Parts I and II, and double-check all addition before scanning the Summary Form and submitting your proposal electronically to REAP CEP.

Form C—Timeline
REAP Conservation Education Program
Go to CEP home page (www.iowadnr.gov/reap/cep.html) to access forms that can be completed electronically.

Applicant Name:_____

Project Beginning Date:_____

Project Ending Date:_____

This timeline should include all of the major activities of the project.

Task or Activity	Beginning Date	Ending Date	Group/Person Responsible

Evaluation Criteria

I. Statement of Need (20 pts.):___
- Is the need **documented by research** (i.e., observations, data, and/or expert testimony)? If the project has been funded by CEP in the past, are outputs and outcomes from that initiative used to make a case for funding the project again?
- Does the proposal show **interdisciplinary** components?
- Will the project, if funded, **help to conserve and protect Iowa's natural resources**?

II. Goals, Objectives, Activities, Timeline (20 pts.): ___
- Will this project serve its **target audiences** well, and how will those audiences be **recruited**?
- Is a **public communications component** included? Is it one that will help transfer good ideas to other EE professionals and/or inform the public of the project and of REAP CEP?
- **Is the project achievable? Are the timelines feasible?** Is the plan for completion of activities well thought out?
- Does the project have merit, incorporate creative ideas and strategies, and have the ability to attract new audiences to EE?

III. Collaboration and Transferability/Dissemination (10 pts.):___
- Are **strong partnerships** indicated, and **letters of commitment** (outlining firm financial and/or non-financial commitments) from the partners included? Is networking a component of the project?
- Does the proposal indicate plans to secure local, state and/or national partners? Better yet, are those partnerships already secured? (See proposal's Budget Explanation for details.)
- Does the proposal explain how others (such as EE colleagues throughout Iowa) can benefit from the project?
- Does the project have the **potential to be implemented elsewhere**? Is this **project likely to continue** after the grant period, either by being self-sustaining or by drawing on a wide array of other sources…not relying exclusively on REAP CEP?
- Does it provide a **realistic goal for number of people reached** through the project?

IV. Evaluation (15 pts.) : _____
- Does the proposal state what *outputs* will be measured? Are they appropriate outputs for the project?
- Does the proposal state what *outcomes* will be measured, and how they will be measured? Does it indicate who will do the evaluation and when it will be conducted? Does the proposal state how the evaluation results will be useful to the applicant and/or to the project?

V. Staff Qualifications (5 pts.) : _____
- Are the staff people to be involved in the project identified? Does their **training and experience** qualify them to perform the duties of the project?

VI. Funding and Budget Considerations (15 pts.) : ____
- Is the budget **clear and concise? Realistic and cost-effective?**
- Does the project demonstrate the **advancement of environmental education** using REAP CEP funds?
- Are only **eligible funds** requested?
- Are strong partnerships indicated by **cash and in-kind contributions**?

VII. Format (5 pts.) : _____
- Was **all requested information included and the application format followed** (i.e., proposal summary form/cover page, budget summary form, timeline, summary, statement of need, goals, objectives and activities, transferability, project staff, budget explanation, project update on past grants)?
- Is the application **clear and easy to read**, using 12-pt. type? Is the **narrative section no more than 6 pages**?

VIII.   Bonus Points for Outstanding Proposals (10 pts.): ____
Reviewers may provide up to 10 bonus points for exceptional projects (i.e., ones that demonstrate particular strengths in marketing, interdisciplinary outreach, creativity, execution plan, previous successes of REAP CEP grants).

____**TOTAL POINTS AWARDED** (Maximum score is 100)

Scores will determine the order in which proposals are considered for funding at the REAP CEP Board Review Meeting. Grant awards will be determined by the scoring system above, as well as Board discussion and interaction with applicant at the meeting.

Appendix A (Part I & Part II)
REAP Conservation Education Program
Part I—Midterm and Final Report Form

Please submit this completed form, along with Part II for the midterm report, via e-mail to <u>susan.salterberg@uni.edu</u>. If you include other documents, if possible please paste them at the end of this report rather than as a separate appendix.

Grant Recipient (organization name):

Project Title:

Report Prepared by:

Project Number: **Date Submitted:**

Check one:
__Midterm report (covering xxxxxxxx activities) **DUE: SEE YOUR CUSTOMIZED FORM**
__Final report (covering xxxxxxx activities) **DUE: SEE YOUR CUSTOMIZED FORM**
Note: Your Final Project Billing Form and back-up documentation will be due to Susan Salterberg (CEP contract monitor) on XXX., XX, XXXX. Mail the billing information to: Susan Salterberg, 4059 Stewart Rd., Iowa City, IA 52240. See Grant Agreement, Appendix B, for the Billing Form.

1) Objectives and activities
The REAP CEP Board expects all work outlined in your original proposal to be completed. At a minimum, briefly explain activities completed to date for the following, as well as the percent of total work completed to date. Include what is going well, and explain. Also include challenges, and explain. Add other objectives as you deem appropriate.

SEE YOUR CUSTOMIZED FORM

	Percent completed to date
EXAMPLE **#1:** Market REAP CEP and workshops (i.e., public communications) **Activities:** 　1)　Seven news releases published in: Iowa Reading Association, Iowa Middle Level Educators and Iowa Recycling Association newsletters as well as in the Creston, Clear Lake, Dubuque and Davenport newspapers. 　2)　Two workshop announcements published in Iowa Environmental Council listserv and in Iowa Conservation Education Council newsletter **Additional explanation:** The releases sent to local newspapers generated a lot of inquiries, and subsequent registrations from teachers. I will definitely do this again. The challenge is to get more middle school teachers enrolled, as they are the target audience, but seem to be more pressured than el ed teachers with NCLB requirements.	80%
#1: **Activities:** **Additional explanation, if needed:**	
#2:	

Activities: **Additional explanation, if needed:**	
#3: **Activities:** **Additional explanation, if needed:**	
#4: **Activities:** **Additional explanation, if needed:**	
#5: **Activities:** **Additional explanation, if needed:**	
#6: **Activities:** **Additional explanation, if needed:**	

2A) Are there changes in the direction of your project (i.e., something different than outlined in your grant proposal)?

__Yes   __No

2B) If yes, please explain the changes and the reason for them:
Note: Any major changes must be approved by the Board as soon as possible. Contact CEP Contract Monitor, Susan Salterberg, at susan.salterberg@uni.edu or 319-337-4816 to determine whether board approval is needed for your proposed changes.

3A) Is the project on schedule?   __Yes   __ No

3B) If no, please explain:

4A) For midterm only: Are matching funds coming in for your project as anticipated and as outlined in your proposal?   ___Yes   ___No

4B) If no, please explain:

For midterm reports, go to Question 9.

5) Final report only: Please describe the contributions of third parties and of your organization to this project. List the contributors and their estimated financial contribution. Explain each contribution, if a non-cash contribution.

Name of organization	Cash contribution	Matching contribution (non-cash)	Explanation, if non-cash
Example: Iowa Talented and Gifted Assoc.		$500	Provided 10 hrs. of assistance reviewing curriculum materials valued @ $20/hr.
TOTALS:			

6A) Final report only. Please provide at least one concrete example of how your project met one or more of the environmental education goals listed below.
- Understand environmental processes and systems (such as the earth as a physical system, the living environment, humans and their societies, and/or environment and society)
- Develop skills for understanding and addressing environmental issues
- Understand personal and civic responsibility
- Develop lifelong learning skills such as critical thinking, questioning and analysis skills
- Understand that human well-being is tied to environmental quality
- Understand and forge connections with their immediate surroundings
- Conserve and protect Iowa's resources

(Example: The "Project X" helped students develop skills for understanding and addressing environmental issues, understand personal and civic responsibility and forge connections with their immediate surroundings. This was made possible through service-learning projects. Nearly all of the 260 students involved with Project X devoted a combination of around 10,000 hours on service-learning projects in their communities…from picking up litter and establishing recycling programs to selling used books and giving money earned to a charitable cause working on humanitarian and environmental causes.)

6B) Final report only. Testimonials from people influenced through your project help the CEP Board substantiate the need for this program. Please provide one but no more than three testimonials that address one or more of the environmental education goals listed in 6A. If possible, include identification information such as name, grade and subject taught, school and city. If you provide this information, you are responsible to secure written permission from the person quoted for use of the testimonial by REAP CEP.
(Example: "My reactions … were feelings of reward as I witnessed all my students (even the students who are toughest to keep on task and to keep motivated), totally involved and excited to perform a positive service for others. I will definitely do the…research and reporting project next year, along with another project related to waste management with my seventh graders."—Margaret Hogan, 7th grade, Dyersville-Beckman High School, Dyersville)

7A) Final report only. (Please read Questions 7A, 7B and 7C before responding.)
Please summarize your project in three or fewer pages. This summary should include the following (including the headers), in the order shown below. Your honesty and frankness will be appreciated, and will help strengthen environmental education in Iowa.
- **Project title and Project number:**
- **Organization's name, contact person, website, phone and e-mail:**
- **Project's purpose and targeted audience:**

- **Reflect on your project, providing a self-assessment. At a minimum, answer the following questions: Did your project go as planned? Explain what went well and why. Explain what you would do differently if you did the project again, and why.**
- **Please list the most relevant outputs, [5] and explain, if necessary.**
- **Please list the outcomes, [6] and explain, if necessary. Be sure to include the outcomes outlined in your grant proposal.**
- **Were there any negative outputs or outcomes, and/or concerns about the accuracy of your evaluation data, which you did not list above? If so, please identify the most relevant ones and explain.**
- **Identify your one to three most effective marketing tools (i.e., conferences, e-mails, flyers, news releases in local papers), describe your use of them, and why they were effective.**
- **At least one but no more than three photo(s) of activities in jpeg format**.

7B) The REAP CEP Board wants to share your successes and lessons learned with other environmental educators. However, they respect your wishes to not share on the web potentially sensitive information that you may not want readily accessible to others. With this in mind, may the summary you have written (as well as the photos submitted) for 7A be published on the REAP CEP website?
__Yes __No (If no, please see 7C.)

7C) If no, please omit the sections and/or revise the above summary for publication on the web. Include the revised section below. *Note: The primary audiences for the REAP CEP website are formal and non-formal educators, who may be able to learn from your experiences—both positive and negative.*

Please carefully write and review your summary to ensure it is in publishable format.

8) **Final report: Please include Appendices, including a copy of your evaluation form(s), your complete evaluation results, and a minimum of one photo in jpeg format. Some of this information may be published on the web, along with your project summary. Please clearly mark any appendices you do NOT want included on the website.**

9) **Midterm report: Include a completed Project Expenditure Summary with your midterm report.** (See next page.)

10) Other comments?

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[5] Measurements of production, such as number in attendance at a workshop.
[6] What important things happen as a result of the project, such as a documented change in behavior or new concepts learned.

Part II—REAP CEP Midterm Project Expenditure Summary

*For your **midterm report**, please submit this completed form, along with Part I, via e-mail to* susan.salterberg@uni.edu *by xxxxxx. The midterm expenditure report may be close estimates of REAP CEP expenses to date.* This is not an official auditing document.

*For your **final report**, please submit the Final Project Billing Form and back-up documentation to Susan Salterberg within 60 days of project completion. (Due XXXXXX.) Mail the billing information to: Susan Salterberg, 4059 Stewart Rd., Iowa City, IA 52240. See Grant Agreement, Appendix B for a copy of the Billing Form.*

Grant Recipient (organization name):

Project Title and Number:

Do not include non-REAP CEP expenditures in the table below. E-mail to susan.salterberg@uni.edu.

Budget Line Item (A)	Approved Budget (B)	This Period Expenses (C)	Year-to-date Expenses (D)	Remaining Balance (B-D) E
1. Personnel (Salary and Fringe)				
2. Travel				
3. Supplies				
4. Other				
5. Indirect costs				
6. Total				

Note: *Changes in the proposed budget that deviate from any line item by 10% or more must be approved before the expenditure occurs.* Contact CEP Contract Monitor, Susan Salterberg, at susan.salterberg@uni.edu or 319-337-4816 to request changes. She may approve small changes and subsequently inform the REAP CEP Board. If she is uncertain, she will present those requests to the REAP CEP Board and inform grantees of Board's decision. The Board may request additional information, and may or may not negotiate a revision to the contract to allow for expansion or modification of services. If a revision is granted, no increase in the total amount of the grant award shall occur. Once approved, the DNR director or the REAP CEP coordinator will provide a written amendment to the agreement.

Susan Salterberg, CEP Monitor, shall be your first contact regarding changes to the proposed budget.